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ABSTRACT

A study investigated the attitudes of secondary school content area teachers toward (1) reading disabled students, (2) teaching reading in the content areas, and (3) attending inservice workshops relating to the topic. Forty-five teachers completed a 62-item questionnaire. The results showed that approximately 50% of the teachers had acquired some background in teaching reading, either through college courses or inservice workshops. Overall, they responded favorably to attending workshops sponsored by reading specialists or outside consultants. The great majority of respondents indicated that the teaching of reading and study skills could and should be incorporated into the content area classrooms. A significant number were able to identify students with reading problems, but fewer than one half of the teachers had consulted with a reading specialist about these students. Generally, reading skills such as vocabulary and pronunciation were taught and used by the content area teachers. (A copy of the survey instrument is appended.) (FL)

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THE ATTITUDES OF SECONDARY CONTENT AREA TEACHERS TOWARD THE DISABLED READER, TEACHING READING, AND INSERVICE WORKSHOPS

by

Leslee J. Scheckman

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Submitted in partial fulfillment of the requirement
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CHAPTER I

INTRODUCTION TO THE STUDY

INTRODUCTION

The number of identifiable disabled readers in the United States is growing. This has been seen by specialists in the field of Reading, such as Eugene H. Cramer, who have reviewed the recent findings of those analyzing student scores on tests such as the California Test of Basic Skills, the Minimum Basic Skills Tests, and the Scholastic Aptitude Tests. As more and more mainstreaming is taking place, many content area teachers are beginning to display a good deal of frustration. Often these teachers can identify the disabled readers in their classrooms. Unfortunately, though, research conducted by people such as Readence, Baldwin, and Dishner (1980), Usova (1978), McGinnis (1961), and many others, has indicated that these same teachers do not have the skills to work with these students.

As the issue of teaching reading in the content areas becomes more prevalent, content area teachers will hopefully be put in a position of responsibility for learning these skills. Good inservice programs, with this same purpose, are blossoming. Now it is up to the administration to initiate programs of this nature. If a cooperative effort is not attempted on the part of all educators, these students can run the risk of always being considered disabled.

STATEMENT OF THE PROBLEM

Many disabled readers are being identified by content area teachers. They are not achieving to their highest potential due to the fact that these same teachers do not have the skills to work with them.

THE SIGNIFICANCE OF THE PROBLEM

Approximately 240 students in this investigator's high school have been identified as disabled readers. These students are not only found in Reading, Special Education, English as a Second Language classes, and the Resource Room, but in the content area classroom as well.

Eligibility for special help in reading is established through test results from the Minimum Basic Skills Test (administered to 9th and 11th graders), the California Test of Basic Skills (administered to 10th and 12th graders), proficiency tests for the E.S.L. students, and a Child Study Team workup for students in Special Education classes and the Resource Room. A list of these students is available to all teachers through their department chairpeople.

Although these students are receiving special help in reading from specialists, there seems to be little carry-over of their acquired skills in the content area classes. As a result, students are performing poorly in their content area subjects, therefore experiencing much frustration and little success.

The high school teachers are often able to identify the disabled readers, yet they still expect these students to work with the same

materials and at the same pace as the others. The only difference seems to be the leniency of the teachers' grading systems.

These content area teachers, like many others, still seem to separate the teaching of reading from their own subject areas. Thus, students are not learning the necessary reading and study skills required in each content area. The number of identified disabled readers in the high school is now at its peak. Of course, one must assume that there are other students in these classes with reading problems who have not been identified.

Within the investigator's high school, little has been done to provide content area teachers with the information needed to gain their support in incorporating reading in the content areas. For example, inservice programs were utilized for the first time last year. When reading in the content areas was recommended as a topic, it was not considered. Providing materials and teaching techniques at all levels so that all students can experience success in learning is another area in which the administration has chosen not to stress. Therefore, by conducting this research study, this investigator hopes to influence administrators on the need for training of personnel in teaching reading in the content areas, as well as in working specifically with disabled readers.

THE PURPOSE AND HYPOTHESES OF THE STUDY

In the beginning of January, 90 high school content area teachers were given a survey to complete. The content areas involved

were: Mathematics, Foreign Languages, Physical Education/Health/ Driver's Education, Science, Industrial Arts/Home Economics, English/ Reading, Social Studies, Special Education, Business, and Art/Music.

The purpose of this study is fourfold: to discover if these teachers can identify the disabled reader in the classroom; to discover whether these teachers have the skills that would enable them to help these students achieve to their highest potential (Example: have they taken any reading courses, etc.); to discover if these content area teachers have approached specialists, available to them for assistance; and to ascertain if content area teachers would be interested in learning about materials and methods they can use to teach reading skills, at all levels, as they apply to their content area.

It was hypothesized first, that content area teachers can identify the disabled reader in the classroom; secondly, that few of the content area teachers have skills to work with the disabled reader; thirdly, few of the content area teachers have or will make an attempt to learn how to help these students; and finally (a) teachers would be willing to attend preservice and/or inservice workshops-only if released time during the school day was provided or they received monetary benefits for staying after the closing of school; (b) few teachers would attend outside workshops; and (c) few teachers would utilize what they had learned at the workshops, unless it was a mandatory requirement.

ASSUMPTIONS AND LIMITATIONS

It is assumed that all teachers surveyed have disabled readers in their classes.

The limitations of this study center around the fact that a survey technique is being utilized. There is a possibility that all teachers will not complete and return the survey, therefore it would not speak for all teachers. Furthermore, the accuracy of the survey depends upon the participants' honesty. Finally, the accuracy of the study's conclusions could be affected by the participants' misinterpretation of the individual questions.

DEFINITIONS OF IMPORTANT TERMS

Words in Study

Content Areas (Subjects). The content areas are those subjects such as history, science, and English which have as a primary objective the acquisition of knowledge. (Bush and Andrews, 1973:20)

Disabled Reader. The disabled reader is the child who is functioning below his expectancy level in one or more reading skills; degree of deficiency varies relative to the local school situation; with norms appropriate to the population involved, one year below grade in primary and two years or more in grades above the primary is considered retarded. (Bush and Andrews, 1973:68)

Potentiality. Potentiality is latent power, aptitude, or capacity. (Bush and Andrews, 1973: 64)

Preservice Workshop. This term refers to the instruction and training of teachers in particular areas who will be working in a particular school setting.

Inservice Workshop. This term refers to the instruction and training of teachers in particular areas who are already working in a particular school setting.

Reading. Reading is the process of securing meaning from symbols; a physical, mental, and psychological activity composed of acts of identifying, interpreting, and evaluating messages conveyed through the medium of printed symbols. (Bush and Andrews, 1973:69)

Content Reading. Content reading entails reading of informational materials that are part of the curriculum (science, social studies, mathematics, etc.) as contrasted with reading narrative materials for recreational purposes. (Bush and Andrews, 1973:69)

Minimum Basic Skills Test. The MBS is an achievement test that measures a student's ability in math, reading, social studies, and reference skills.

Child Study Team. A Child Study Team is a special service team or a group of trained professionals representing psychology, psychiatry, learning disabilities, social work, medical, and remedial disciplines charged with the responsibility of identifying, examining, classifying, and placing children who meet the criteria of exceptional child as defined by the particular agency. (Bush and Andrews, 1973:16)

Study Skills. Study skills consist of the abilities essential in locating, evaluating, selecting, organizing, retaining, and communicating knowledge in the subject fields; these include common skills applicable to all fields and specialized skills applicable to only a specific content. (Bush and Andrews, 1973:82)

Attitude. Attitude is a set of disposition or opinion involving expectancy of a certain response or happening; a temperament or personality trait. (Bush and Andrews, 1973:10)

SUMMARY

Teaching reading in the content areas has become an important and controversial issue among educators. The teaching of reading skills in the content areas has been found to be a necessity, particularly for the disabled reader. Educating content area teachers in these methods will enable the students to achieve a high degree of success in their classes, as well as a better understanding of the materials.

This study investigates the attitudes of secondary teachers toward the disabled reader and the incorporation of teaching reading in the content areas. Chapter two of this paper will be a review of related literature concerning this topic.

CHAPTER II

A REVIEW OF RELATED LITERATURE

INTRODUCTION

In regard to the concepts of teaching and learning, which undoubtedly include the roles of teachers and students, Thomas H. Estes and Joseph L. Vaughan, Jr. (1978:Preface) stated the following:

> Teaching is not something someone does to someone else. Rather it is the careful structuring of an environment in such a way as to maximize the possibility that students will learn. This results from cooperation between teachers and students. Learning to read is a life-long process and the objective of formal education is to help students become learners as well as learned. The process of learning, or ability to continue to learn, may well be more important to students than any product of learning or possession of knowledge.

Related research has stressed and supported the fact that secondary school teachers need to understand the relationship between content and reading instruction. Most content area teachers have no background in reading instruction and therefore are unable to aid those students who have difficulty understanding the subject matter and textbooks used. Progress has been made by those teachers who recognize the importance of teaching reading in the content areas. This is being accomplished through the teaching of reading and learning skills along with content. Most importantly, though, according to Estes and Vaughan (1978:Preface) is the recognition of the need to make appropriate instructional provisions for those students who find the reading task interferring with the learning task.

TEACHING READING SKILLS IN CONTENT AREA SUBJECTS

According to Singer (1979:756) the slogan "every teacher is a teacher of reading" arose when the developmental reading movement became prominent in American reading instruction during the 1950's. Basically this belief supported the idea that reading instruction should continue from primary grades through high school.

Unfortunately Readence, Baldwin, and Dishner explain (1980:523) that this slogan has come to be associated with poor readers. The basis for this is that content area teachers often see the reading teacher diagnosing reading problems and teaching isolated skills to students who are poor readers and/or behavior problems. In most instances the reading teacher holds classes in a small room, isolated from others. Many content area teachers have been trained primarily to convey a body of information. They may not be aware that the manner in which text material is presented can affect the students' ability to derive the expected information from it.

Brunner and Campbell (1978:xvii) feel that the content area teacher must make a determined effort to develop instructional strategies that help students learn content material as well as develop the necessary reading study skills needed for success. Until recently, the importance of reading instruction in the secondary school was not stressed. It is only now that many secondary teachers are beginning to show feelings of inadequacy. This is a direct result of the pressure on the school boards, administrators, and teachers to become more accountable for student success, as well as the standards employed in

secondary schools.

Generally, content area teachers are not asked to perform as a reading teacher. Instead these teachers are asked to perform as content teachers with the ability to provide instruction in those basic skills needed to master the content information. H.M. Covell (1957) states that the findings of several investigations support the general conclusions that, whereas reading ability may function somewhat the same in different subjects, there are certain reading skills unique to each content field studied.

A.S. Artley (1968) stated the implication should be clear to all content area teachers that they must be aware of the basic reading skills, abilities, and attitudes demanded by their courses, assignments, or unit work. If in fact the teachers know this, they must hold themselves accountable for developing these specialized skills. Jerome Bruner (1965:1212) feels that "our aim as teachers is to give our students as firm a grasp of a subject as we can, and to make him as autonomous and self-propelled a thinker as we can-one who will go along on his own after formal schooling has ended."

From the related research, it is apparent that the teaching of reading skills and subject matter should go hand-in-hand. There is a definite need for stressing study skills, comprehension, word meaning, development of experiential background, and such in all content areas. This is not only the responsibility of the reading specialist, but that of the content area teacher as well.

ATTITUDES OF CONTENT AREA TEACHERS TOWARD THE TEACHING OF READING IN THE CONTENT AREAS

There are a good number of research studies that have been conducted concerning the attitudes of content area teachers concerning the topic of teaching reading in the content areas. Vaughan (1977:606) feels that "those teachers who are aware of and sympathetic to the difficulties their students may have reading their textbooks are likely to be the teachers who are willing to learn how to help these students." This, of course, deals with the question of attitude. He has designed a scale to help in the identification of teachers' attitudes toward teaching reading in content area classrooms. His major concern was similar to that of Braam and Walker (1973) which was that "secondary level students who have difficulty reading their textbooks are still in big trouble." Due to this problem, they constantly meet with frustration and failure. One possibility of resolving this problem is to measure and work on the teachers' attitudes.

O'Rourke (1980:338) discusses a study conducted throughout the state of Nebraska. It focused directly on junior and senior high school teachers' attitudes toward teaching reading in their content classrooms (grades 7-12:English, Math, Science, and Social Studies). Vaughan's questionnaire (1977) was utilized. The results showed no differences in attitude between junior and senior high school teachers. There was also no difference in relation to years of teaching experience. The only significant difference was that between the content areas. English teachers scored the highest and seemed to be associated with reading.

Many of them had a background in reading because of their training.

Almost one-half of those having taken a reading course were English teachers. The majority of the sample (68%) had neither participated in an inservice workshop on reading nor had taken a university reading course.

Lipton and Liss (1978) conducted a study using a total of 111 content area teachers from four junior high schools. Two questions considered among others, centered around: (a) the amount of time spent teaching reading, and (b) the perceived role of the reading specialist. The responses from each specific content area were considered separately.

The authors found that the average percentage of time spent on teaching reading for each content area was as follows: physical education 4%, mathematics 10%, science 11%, fine arts 8%, vocational arts 21%, social studies 28%, foreign language 64%, and English 66%. (pgs. 297-98)

Physical education and fine arts teachers responded the least favorably concerning the possible benefit to students being taught specific content area reading skills. Foreign language and English teachers responded the most favorably.

Overall, the teachers agreed that it was the responsibility of the reading specialist to "assist other teachers in developing reading programs in their classes." (p. 299)

Lipton and Liss tell us that "Bossone (1962) roughly estimated that reading is intricately involved in up to 90% of a student's work in the typical secondary school." (p.294) Since the overall goal is to

help the students, cooperation among content area teachers and reading specialists, combined with knowledge of the basic fundamentals of reading and its problems are essential.

Another study was performed by Usova (1978) with the purpose of comparing attitudes of secondary content area teachers toward the teaching of reading. English, history, science, and math teachers from 56 secondary districts (randomly selected) were asked to respond to a 20-item attitude scale. English teachers showed the most favorable attitude toward reading instruction, history ranked second, science-third, and math-fourth.

In this study, like many others, it is apparent that many secondary teachers do not recognize the fact that "no content area is devoid of reading skills. Each subject area needs to incorporate the skills with the content simultaneously." (p.24) Inservice education is one method of alleviating this problem.

O'Rourke (1980:337) feels that we cannot assume that knowledge about teaching reading in content classrooms (learned through inservice, demonstrations in methods classes, etc.) would be sufficient to convince teachers to do so. It is important to place equal emphasis on developing positive attitudes. Braam and Roehm (1964) had similar findings. They distributed a questionnaire to secondary teachers. Seventy teachers in nine curriculum areas responded. Some 28% had received formal training in the teaching of reading. Neither this training nor inservice education seemed to help these teachers identify important reading skills in their area.

Using a small school sample, Otto (1969) found teachers willing to accept the responsibility for teaching the special skills required in their content areas. Still, they felt they needed more training to do the job.

Dorothy J. McGinnis (1961) reported on the inadequacies of teacher preparation at the secondary level. It was found after surveying and observing 570 Michigan secondary teachers that they were not providing reading instruction, nor were they prepared to do so.

In 1969 Karlin emphasized that many secondary teachers felt that it was the elementary teacher's job to teach reading. They also felt that there were not enough qualified personnel to direct high school reading programs. Many of the teachers did not seem to realize that students could profit from direct help in reading.

Similar findings came about in a survey conducted by Jackson, Stallard, and Steinruck (1977). Three hundred eighty-seven high school teachers in So. Illinois were surveyed. Eighty percent felt their students needed reading instruction (overall reading and thinking skills, knowledge of technical vocabulary, and such). Only 15% of these teachers made special provision for reading instruction in their daily classroom activities. Thirty-five percent exhibited negative feelings about being responsible for teaching reading as part of their lessons. Finally, only 30% said they would be willing to improve their knowledge of how to teach reading.

On the other hand, Smith (1972) reported that "many good high school teachers are unaware of how much reading they teach when they

make assignments and discuss material their students have read." The results of a survey sent out to 150 junior and senior high school teachers in four states, suggest that content area teachers do teach reading skills and now have accurate perceptions of reading teachers and reading skills. Three-fourths of those questioned felt that content area teachers could be reading teachers. More than two-thirds felt they were reading teachers and more than three-fourths were willing to take a course in teaching reading. (Jackson, 1977:232)

From the above results, it is concluded that a good number of content area teachers are beginning to accept the responsibility of teaching reading and understand that their students can benefit from reading instruction. Therefore, O'Rourke's (1980:338) recommendations that a course on teaching reading in the content areas should be required for future teacher certification and that inservice workshops should be planned for teachers, concerning teaching reading in the content areas are most definitely justified. In this way progress in this area can be insured.

FINDINGS RELATED TO TEACHERS' ATTITUDES TOWARD STUDENTS' ABILITIES TO LEARN

Krech, Crutchfield, and Ballachey (1962) state that there are three aspects of attitude:

1) affective-how the person feels about something or someone
2) cognitive-what the person believes about something or someone
3) behavioral-how the person will tend to act in relation to something or someone

It is the behavioral readiness that needs to be a major concern when preparing the mainstream for the acceptance of the disabled reader.

According to Shirley Cohen (1977:13):

> Educators are members of society, and as such they often reflect and convey the values dominant in that society. Sometimes, without awareness or intent, they convey messages which further deprecation of the disabled.
>
> In the past, schools did little to encourage the perception of similarity in terms of a wide range of characteristics, or to stimulate enjoyment of differences. Homogeneous classes, ability groupings within classes, rewards for doing something better than one's peers, and rewards for uniformity all reinforced developmental tendencies that lead to denigration of the disabled.
>
> If to be valued depends upon doing as well or better than one's peers (rather than mastering a task at one's own developmental level), then we are, by definition, degrading most disabled children.

Williams (1976) studied teacher expectations for high school students on both the instructional and social control dimensions. He found that teachers adjust their evaluation of student performance to agree with their expectations for this performance. When determining how well a student has learned what has been taught, these same teachers give equal or greater weight to student conformity to the norms of classroom behavior. This study is of interest since it points out the fact that most disabled readers have difficulty conforming to the norms of classroom behavior due to frustration and failure.

In a study conducted by Brophy and Good (1970), it was found that teachers communicate different performance expectations to different children. Better performance was demanded of children for whom teachers had higher expectations. It was very likely that when such a performance occurred, praise followed. Poor performance was more

likely to be accepted from those students for whom the teachers held low expectations. If these students performed well, praise was less likely to be heard. Rubovits and Maehr (1971) and Willis (1970) conducted similar studies and came to the same conclusions.

In their review of research Alexander and Strain (1978:393) tell us that Rosenthal (1973) and Rothbart, Dalfen, and Barrett (1971) all found that teachers appeared to spend more time and interact verbally in more positive and supportive ways with high scholastic achievers than low achievers.

Khleif (1976) observed 10 teachers of "slow" and "regular" class children. He found that when teaching slow learners, the teachers showed lack of instructional clarity, contradictory signals with respect to permitted behavior, and excessive nongoal-directed talk accompanied by threats and sarcasm. These behaviors were not exhibited when the same teachers were with regular classes.

Khleif felt that this type of teacher-behavior was the result of not having the knowledge to work with slow learners. Thus teacher training programs are essential for enhancing role closeness and helping to alleviate role distance.

From the cited research studies it seems evident that negative teacher behaviors toward the slow learner, as well as low expectations, help to create and reinforce the poor self-image many of these children have. This alone makes for a bad learning situation.

SUMMARY

All in all research findings show us the importance of teaching reading in the content areas. If this is to be done, content area teachers must be trained. Included in this training should be the development of positive attitudes toward the disabled reader.

Content area reading should be designed to help all students cope efficiently, particularly with textbook learning. The reading specialist can act as a resource person for content area teachers in order to help them achieve the skills necessary to accomplish this task. It is possible for content area teachers to help their students read better without taking on the responsibilities given to the reading specialist.

According to Carl Rogers (1969:163):

> The most socially useful learning in the modern world is the learning of the process of learning, a combining of openness to experience and incorporation into oneself the process of change.

In summation, a statement made by Estes and Vaughan (1978:5) seems appropriate at this time: "Nothing is so unequal as the equal treatment of unequals."

CHAPTER III

DESIGN OF THE STUDY

INTRODUCTION

The researcher chose to assess the attitudes toward, and knowledge of secondary content area teachers on the subjects of teaching reading and recognizing the disabled reader. An anonymous survey was used to accomplish this task. A detailed description of the procedures and data-gathering instrument is discussed in this chapter.

DESIGN OF THE STUDY

The data to be evaluated was accumulated over a period of three weeks. Ninety secondary content area teachers from the researcher's place of employment in Middlesex County were involved. A survey was distributed to these teachers and an item-by-item analysis of the survey responses was conducted.

PROCEDURES USED

On January 8, 1981, an anonymous survey, with a cover letter was distributed to the participants in their school mailboxes. The content areas involved were: Mathematics, Foreign Languages, Physical Education/Health/Driver's Education, Science, Industrial Arts/Home Economics, English/Reading, Social Studies, Special Education, Business, and Art/Music. The completed surveys were either personally returned to the investigator or placed in her mailbox by the end of January.

The purpose of this study was fourfold: to discover if these teachers could identify the disabled reader in the classroom; to discover whether these teachers have the skills that would enable them to help these students achieve to their highest potential (Example: have they taken any reading courses, etc.); to discover if these content area teachers have approached specialists, available to them for assistance; and to ascertain if content area teachers would be interested in learning about materials and methods they can use to teach reading skills at all levels, as they apply to their content area.

SOURCES OF DATA

A sixty-two item teacher-made questionnaire (see appendix) was devised in order to survey these content area teachers. Participants were asked to react to statements 1-21 by either circling or checking off the correct answer, responding with yes/no, or with short explanations. A seven-point Likert scale was used with the remaining items (1-41). Teachers reacted by checking the appropriate response: "Strongly Agree," "Agree," "Tend to Agree," "Undecided (Neutral)," "Tend to Disagree," "Disagree," "Strongly Disagree." Responses to the anonymous questionnaire were compared in an item-by-item analysis conducted in three ways: (1) the overall responses of those teachers who voluntarily participated in the survey were analyzed and discussed; (2) each overall department response was analyzed and discussed; and (3) a comparison was made of responses from each of the departments.

SUMMARY

The researcher utilized a survey as an instrument to obtain and evaluate data relating to the attitudes toward, and the knowledge of content area instructors on the subjects of teaching reading and recognizing the disabled reader. The responses to the survey questions are analyzed in the fourth chapter of this paper.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

INTRODUCTION

As a result of the survey technique being utilized in the project, this chapter deals with a general item-by-item analysis of survey responses to four general topics. Figures are included to facilitate an understanding of the data obtained.

AN ANALYSIS OF SURVEY RESPONSES

GENERAL BACKGROUND OF PARTICIPANTS

The survey to be discussed was distributed to a total of ninety secondary content area teachers. Of the ninety faculty members surveyed, forty-seven or approximately fifty-two percent completed and returned their responses. The first part of the survey, questions 1-21, required the teachers to circle or check off the correct answer, respond with yes/no, or with short explanations. The following information is an overall look at the results.

Of those participating in the project, nineteen were males and twenty-eight were females. The majority (25) ranged in age from 30-39, while fourteen fell into the 21-29 age category, six were between 40-49, and finally, two were 50 or over.

Approximately sixty-four percent (30) of the respondents had a B.A. degree, while thirty-four percent (16) and two percent (1) had an M.A. or Ph.d. Their years of teaching experience ranged from one to thirty with an average of approximately thirteen years. Those years

taught at the secondary level also ranged from one to thirty, this time with an average of about nine years.

The content areas surveyed, and number of responses in each can be seen in Table 1.

TABLE 1

CONTENT AREA SURVEYED AND NUMBER OF RESPONSES

CONTENT AREA	RESPONSES	APPROXIMATE PERCENT
Foreign Languages	5/5	100%
Special Education	3/4	75%
Physical Education	6/10	60%
Industrial Arts/Home Economics	5/9	56%
Business	7/13	54%
English/Reading	9/18	50%
Science	4/8	50%
Social Studies	4/10	40%
Mathematics	3/9	33%
Music/Art	1/4	25%
Total	47/90	52%

They were ranked from the highest percentage of response to the lowest.

In terms of the grades taught, forty-three of the educators were involved with the ninth grade, forty dealt with grade ten, thirty-eight

worked with the eleventh grade, and thirty-two dealt with grade twelve. As an overall response, it appears that the majority of the teachers work with students at all grade levels. Twenty-five of these teachers work with College Prep. students, while twenty-three work with those involved in a General program, and fourteen work with those enrolled in Business. Again, many of these teachers work with students in all of the various programs.

When questioned about their background in reading, sixteen or thirty-four percent of the teachers had taken a developmental reading course at either the undergraduate or graduate level. Sixteen or thirty-four percent had been involved in a methods of teaching reading course, while fifteen or thirty-two percent had taken a course in teaching reading in secondary schools. Credits granted in reading ranged from three to fifty-seven with an average of approximately thirteen. The average is undoubtedly higher than what might be true of a normal population since a number of teachers had received an M.A. or certification in Reading.

At least ten of the respondents or twenty-one percent had previously participated in a workshop dealing with teaching reading and study skills in the content areas. All ten found the workshops to be helpful.

Totally, twenty-one or forty-five percent of the teachers reported never being involved in either a course or workshop related to reading. Those who had been involved in reading workshops were found to be primarily in the range of the twenty-one to thirty-nine age

group, with fewer amount of years teaching experience. This could possibly be due to the emphasis on teaching reading, particularly in the content areas, over the past few years.

In terms of inservice workshops, thirty-five or seventy-four percent of the teachers were willing to attend during school time, while six or thirteen percent would meet after school-on a voluntary basis, and twenty-two or forty-seven percent would consider attending after school-for credits toward a salary increase. It would appear that, in this district, there is a contractual agreement that teachers will not be held after working hours for any school-related business without some type of reimbursement. As a result, the majority of teachers in the high school tend to be against participating in any activities that are not allotted for during working hours.

When considering their students and reading, forty-three or ninety-one percent of the teachers do require reading in their courses. Twenty-one or forty-five percent feel the students read, or at least make an attempt to read their assignments. Only fourteen or thirty percent of the teachers believe their students like to read.

Approximately thirty-six or seventy-seven percent of these educators have noticed reading problems in a good number of their students. Thirty-two or sixty-eight percent know which students are involved in the Reading program. This is an interesting finding in that the Reading teachers of the district have made a list of these students available to all teachers through their department chairpersons. As a result, it would seem appropriate for all teachers to know which

students were involved, if in fact, the list was publicized.

Finally, only nineteen or forty percent of these educators have approached the reading teachers about these students. This could have resulted from the fact that the high school is highly departmentalized and little communication appears to take place in relation to student needs and how to work with them.

RESPONSES TO A SEVEN-POINT LIKERT SCALE

In the second half of the survey (questions 1-41), participants were asked to react to questions by checking their appropriate responses using a seven-point Likert scale (see appendix). For the purposes of tabulating responses, the questions were placed under one of four categories: (1) Attitudes toward Disabled Readers; (2) Attitudes toward Content Area Reading; (3) Teachers' Knowledge and Use of Reading Techniques; and (4) Attitudes toward Inservice.

The seven points on the Likert scale were classified into three general areas: (1) Agree: includes "Tend to Agree," "Agree," and "Strongly Agree;" (2) Undecided (Neutral);and (3) Disagree: includes "Tend to Disagree," "Disagree," and "Strongly Disagree." This division was necessary due to the limited number of responses as a result of small membership in various departments.

An item-by-item analysis was then done with percentages compiled in each of the three areas of the Likert Scale. Questions were then considered in relation to the four categories and an overall average percentage of responses was calculated for each department and analyzed.

Responses were scored as either "Positive" (which includes answers that could be neutral or yes/no, depending on the teacher's opinion) and "Negative" (including those considered incorrect by the standards of the survey. (See Tables 2 and 3)

TABLE 2

BREAKDOWN OF QUESTIONS
INTO FOUR GENERAL CATEGORIES AND METHOD OF SCORING

CATEGORY	POSITIVE SCORE AGREE	POSITIVE SCORE DISAGREE
1. Attitudes toward the Disabled Reader	1, 16, 20, 24, 27, 40	5, 14, 20
2. Attitudes toward Content Area Reading	2, 8, 9, 10, 17, 21, 22, 23, 28, 29, 31, 41	4, 6, 8, 9, 15 20, 21, 29, 32
3. Teachers' Knowledge and use of Reading Techniques	3, 7, 11, 13, 18, 19, 25, 26, 33, 34, 35, 36, 37, 38, 39	33, 39
4. Attitudes toward Inservice	12, 30	30

*If a question was acceptable with any answer due to opinion, it is listed in both columns.

TABLE 3

OVERALL TEACHER RESPONSES TO SURVEY ITEMS

ATTITUDES TOWARD THE DISABLED READER

POSITIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
1. Dialect differences affect the student's reading ability.	64%	17%	20%
5. All students should use the same textbook or learning materials for a given section of a course.	41%	13%	48%
16. I make an effort to find out the reading levels of students within a given section of a course I am teaching	53%	19%	28%
20. An individual should not be allowed to graduate from high school unless he/she can demonstrate designated reading competencies.	79%	13%	8%
24. I know individual students' reading strengths and weaknesses in my classes.	60%	13%	27%
27. I am aware of the verbal and nonverbal attitudes that I communicate to my students.	87%	11%	2%

NEGATIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
14. Disabled readers will have difficulty with assignments in my class.	54%	13%	34%
40. I am familiar with the methods of providing skills for the disabled reader in the class.	38%	13%	49%

ATTITUDES TOWARD CONTENT AREA READING

POSITIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
2. The effective content area teacher is one who uses different approaches with different students.	95%	2%	0%
6. Reading instruction in secondary schools would be unnecessary if elementary schools were successful in their jobs.	32%	21%	46%
8. If all teachers were competent reading teachers, there would be no need for remedial reading programs.	14%	15%	70%

QUESTION	AGREE	UNDECIDED	DISAGREE
9. Beginning teachers are more competent in the teaching of reading in the content areas now than they were ten years ago.	32%	38%	30%
10. All secondary students regardless of ability, can profit from reading instruction.	87%	6%	6%
15. The sole responsibility for teaching students to study should lie with reading teachers.	4%	3%	92%
17. Content area instructors should know and teach the special reading and study skills necessary for successful reading within their content area.	72%	13%	15%
21. Reading cannot be taught effectively in a school where the program is departmentalized.	17%	34%	48%
22. Reading materials for the system should be selected by a representative committee of teachers.	60%	28%	14%
23. Reading is a skill and therefore like other skills, must be practiced if profiency is to be achieved.	98%	2%	0%

QUESTION	AGREE	UNDECIDED	DISAGREE
28. Students will read more if they know that the content area teacher considers reading an essential source for new knowledge and reinforcing skills in the content area.	38%	17%	14%
29. Reading should be taught as a separate subject in the curriculum.	59%	21%	19%
31. Reading instruction can be incorporated into the teaching process of all subject area teachers.	86%	6%	8%
41. I would serve on a reading curriculum improvement committee.	35%	45%	21%

NEGATIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
4. I feel a greater responsibility to the content I teach than to any reading instruction I may be able to provide.	62%	9%	30%
32. The responsibility for helping the poor reader develop adequate reading skills lies with the reading specialist.	54%	15%	32%

TEACHERS' KNOWLEDGE AND USE OF READING TECHNIQUES

POSITIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
3. I make alterations in my presentations to accomodate the poorer readers in the classroom.	93%	4%	2%
7. I use supplemental instructional aids to allow for poor readers within a classroom who have difficulty using the required text-book.	62%	23%	15%
11. Before giving reading assignments to students, I establish the purpose for reading to the students.	76%	19%	4%
13. I teach students how to read material in my content speciality.	68%	17%	15%
18. I teach students how to outline their text-books.	43%	26%	32%
19. I, before giving notes in my classes, provide information on how to take notes.	53%	19%	28%
25. I am able to recommend materials on different levels for students to read in my content area.	51%	32%	17%

QUESTION	AGREE	UNDECIDED	DISAGREE
26. I believe that each student can achieve some success with reading in my subject.	90%	9%	2%
33. As a content area teacher, I need the assistance of the reading specialist in teaching reading skills.	82%	11%	8%
34. I introduce the text-book and discuss how it may be read effectively.	72%	13%	15%
35. I provide follow-up activities for each lesson to make sure students comprehend the information.	87%	6%	6%
36. Before each new lesson, I emphasize vocabulary development and pronunciation for all technical vocabulary before the students meet them in reading passages.	75%	11%	15%
37. If reading is involved, with questions following the reading, I have my students read the questions first before reading.	47%	26%	28%
39. If I were to return to college for additional graduate work, I would enroll in at least one reading methods course.	38%	36%	35%

NEGATIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
38. I am familiar with different methods of teaching reading.	38%	26%	35%

ATTITUDES TOWARD INSERVICE

POSITIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE
12. Ongoing inservice education is necessary for the success fo a reading program.	71%	23%	6%
30. I feel I need to participate in a reading inservice program.	62%	17%	22%

NEGATIVE SCORE

QUESTION	AGREE	UNDECIDED	DISAGREE

NONE

FOREIGN LANGUAGE DEPARTMENT

The members of the Foreign Language Department, as a group, revealed no evidence of having any reading background at all. A majority (80%) stated they were not interested in taking any courses pertaining to Reading. Eighty percent also revealed the need for assistance from the Reading Specialist and little knowledge of reading methods. All of the members were interested in attending inservice workshops with one hundred percent voting for these meetings during school time.

Overall they displayed knowledge of the verbal and nonverbal attitudes they communicated to students. Only forty percent felt they knew the students' strengths and weaknesses, forty percent did not, and the remaining twenty percent were undecided. A significant number of these educators noted a possibility for students to have difficulty with their assignments. More than half of these same instructors felt that students should all be using the same textbook, but did try to make accomodations for the slower students. Still only twenty percent utilized supplemental materials with the poorer readers.

Out of those teachers responding, a significant number placed the responsibility of teaching reading, particularly to the poorer reader, on the Reading Specialist and appeared to be more interested in teaching the content as opposed to incorporating the teaching of reading skills. Still, they did reveal that teaching reading was also part of their responsibility and could be incorporated into the curriculum. More than one-half expressed an interest in serving on a reading curriculum improvement committee.

The majority of these instructors revealed that they did set a purpose for reading before giving assignments. One hundred percent stated that follow-up activities were provided to insure learning and emphasis was placed on vocabulary development and pronunciation. Not even one-quarter of the teachers taught outlining or notetaking skills.

SPECIAL EDUCATION DEPARTMENT

All of the members of this department who responded to the survey showed a significant background in Reading. College credits in the field ranged from fifteen to thirty-five with two of the three respondents holding an M.A. in Reading. Only one teacher expressed no interest in returning to college for any more reading courses. The majority of teachers were undecided as to whether or not they needed the assistance of the Reading Specialist. All three of the participants expressed an interest in attending inservice workshops during school time.

Overall, as a group, they demonstrated proficiency in utilizing the teaching of reading skills that were significant for their students. one-half were aware of students' strengths and weaknesses, making accomodations for them through the use of supplemental materials and such. It should be noted that a number of these educators teach reading and due to the smaller number of students in the classroom, a good deal of individualizing takes place. All of the Special Education teachers were interested in serving on a reading curriculum improvement committee.

Approximately sixty-six percent of these teachers set a purpose for reading and provided follow-up activities for the students. Only

thirty-three percent taught students how to outline and take notes. One hundred percent stressed vocabulary development and pronunciation. An interesting point is that only sixty-seven percent revealed the ability to recommend materials on different levels, yet this is an individualized program.

PHYSICAL EDUCATION/HEALTH/DRIVER'S EDUCATION DEPARTMENT

Only one member of those responding (17%) had any background in teaching reading from college (three credits). As a group, sixty-seven percent were undecided about taking any reading courses in college and approximately thirty-four percent were not at all interested. Fifty percent of these teachers had been involved in a reading inservice program and all of them felt it was helpful. Almost seventy-five percent felt a need for the assistance of the Reading Specialist and all of these people showed a positive response toward inservice workshops during school time.

About eighty-four percent of the respondents were aware of their verbal and nonverbal behavior and seventeen percent were not positive about the types of verbal and nonverbal attitudes they communicated to their students. More than one-half were aware of the students' strengths and weaknesses while thirty-three percent were not. A significant number utilized supplemental materials to accomodate the disabled readers due to the fact that they felt students would have difficulty with their assignments.

The majority of Physical Education teachers felt that teaching

reading skills could be incorporated into their classes but that the Reading Specialist should be responsible for the poorer readers. Fifty percent did not feel that they were familiar with the method of providing skills for the disabled reader. None of these teachers showed a positive response to working on a reading curriculum improvement committee, although about fifty percent were indecisive.

One-half of the participants establish a purpose for reading to the students and stressed vocabulary development and pronunciation, while eighty-four percent provided follow-up activities to test students' knowledge. Only seventeen percent taught students how to outline textbooks and take notes.

INDUSTRIAL ARTS/HOME ECONOMICS DEPARTMENT

Of those responding in this department two out of five had been involved in a college reading course. Only one person had ever attended an inservice program pertaining to reading. Over one-half revealed an interest in possibly enrolling in a reading methods course on the college level. One hundred percent felt they were not familiar with the methods of providing skills for the disabled reader in the class.

Eighty percent of these teachers were willing to participate in an inservice workshop during school time, yet only forty percent felt they needed to participate, forty percent were undecided, and twenty percent did not believe it was necessary. It was also noted that eighty percent did need the assistance of the Reading Specialist.

The entire group of participants were aware of their verbal and

nonverbal behavior toward students. A little over one-half were about students' strengths and weaknesses. A significant number of teachers admitted that disabled students would have difficulty with their assignments and did make alterations in their presentations to accomodate these students.

The majority of these teachers also felt that the teaching of reading skills was part of their responsibility and were making an effort to do this. Sixty percent felt that the Reading Specialist had the responsibility of helping the poor reader develop adequate reading skills. Only twenty percent were interested in serving on a reading curriculum improvement committee, with sixty percent undecided, and twenty percent not interested.

In this department, none of the participants taught outlining skills and only twenty percent worked on notetaking techniques. Vocabulary development and pronunciation was emphasized only forty percent of the time as was setting a purpose for reading. Follow-up activities were provided approximately sixty percent of the time.

BUSINESS DEPARTMENT

More than one-half of the members of the Business department responding to the survey revealed some background in the methods of teaching reading. None of this background was achieved by attending inservice workshops. The majority of these people did, however, express a willingness to participate in a workshop on reading methods during school time or after school-for credits toward a salary increase.

Nearly seventy-five percent revealed a need for assistance from the Reading Specialist while twenty-nine percent were undecided. Approximately fifty-seven percent of these people showed an awareness of the verbal and nonverbal attitudes they communicated to students. A significant number were knowledgable in terms of their students' strengths and weaknesses.

A little more than one-half of the participants felt that disabled readers might have difficulty with their assignments but one hundred percent stated that they make accomodations for these students. Only forty-three percent of the teachers used supplemental teaching aids. A total majority of the teachers were not familiar with the methods of providing skills for the disabled reader in the class. Still, approximately eighty-seven percent believe it is important to incorporate reading skills into the content areas and showed a willingness to do so. Seventy-two percent believe it should be taught as a separate subject as well. About seventy-five percent of these instructors were willing to serve on a reading curriculum improvement committee and the rest were undecided.

Slightly over one-half of these instructors covered notetaking and outlining skills in their classes. A significant number did set a purpose for reading, provided follow-up activities, and stressed vocabulary development and pronunciation.

ENGLISH/READING DEPARTMENT

One-half of the members of the English department responded to the survey. Over seventy percent have been involved with learning to

teach reading, either through a college course or attendance at an inservice workshop. They all found this background to be helpful. As a whole, the group response to an inservice workshop was positive with sixty-seven percent in favor of participating during school hours. Eighty-eight of the participants were aware of the verbal and nonverbal communication of their attitudes toward students. A good number (77%) were aware of their students' strengths and weaknesses. About fifty-five percent of these teachers make an effort to find out the reading levels of their students and fifty-five percent feel that the disabled reader will have difficulty with their assignments. Still, accomodations are made for these students and a little over one-half of the teachers use supplemental materials.

Only forty-four percent are familiar with different methods of teaching reading, eleven percent are undecided, and thirty-three percent are not. Sixty-six percent of the participants believe the Reading Specialist should be working with poor readers.

At least seventy-seven percent feel they need the assistance of the Reading Specialist yet only forty-four percent believe they need to participate in an inservice workshop. Only forty-four percent are also willing to take a reading course in college, twenty-two percent are undecided, and thirty-three percent would not. A significant number (88%) supported the idea that teaching reading skills can, and should, be incorporated into the content areas. Only eleven percent of the respondents were willing to serve on a reading curriculum improvement committee, seventy-eight percent were undecided, and eleven percent

were not interested.

Nearly ninety percent of the members of this department stated they set a purpose for reading assignments, provided follow-up activities, and dealt with vocabulary development and pronunciation to insure success. Outlining and notetaking techniques were covered about sixty-six percent of the time. A majority of these people revealed the ability to recommend materials at different levels for the students.

SCIENCE DEPARTMENT

Out of the fifty percent of the responses to the survey, none of these teachers had any background in reading. All of the participants expressed a willingness to attend an inservice workshop dealing with reading, with the majority opting for this during school time. Fifty percent of the teachers were not willing to take a reading methods course in college and fifty percent were undecided.

Seventy-five percent felt a greater responsibility to the content taught than to reading instruction. Only fifty percent felt responsible for teaching reading and study skills and only fifty percent believed it was necessary to incorporate these skills into the content areas.

About seventy-five percent of the instructors were aware of their verbal and nonverbal communication of attitudes. Fifty percent were not familiar with the methods of providing skills for the disabled reader, and seventy-five percent were not familiar with the different methods of teaching reading. A significant number felt they needed the

assistance of the Reading Specialist, yet at least seventy-five percent utilized supplemental aids and made accomodations for slower students. Only twenty-five percent felt students would have difficulty with their assignments. Seventy-five percent believed they need to participate in an inservice workshop and twenty-five were undecided. None of these people expressed a definite willingness to serve on a reading curriculum improvement committee.

Seventy-five percent of these respondents set a purpose for reading to the students, emphasize notetaking skills, and also provide follow-up activities to insure comprehension. One-half claimed to stress vocabulary development and pronunciation. Only twenty-five percent covered outlining.

SOCIAL STUDIES DEPARTMENT

Two out of the four people, in this department, responding to the survey had any background in reading. This was obtained in college courses. None of the instructors had been involved with an inservice reading workshop. Seventy-percent were willing to enroll in a reading methods course in college while twenty-five percent were not. There was one hundred percent agreement in terms of willingness to attend an inservice workshop during school time. Approximately seventy-five percent felt they needed to participate in an inservice workshop while twenty-five percent did not.

The total group stated a need for assistance from the Reading Specialist. Only fifty percent of these people were familiar with the

various methods for teaching reading, yet seventy-five percent believed teaching reading skills could, and should be, incorporated into the content areas.

The entire group was aware of the verbal and nonverbal communication of their attitudes. Seventy-five percent were aware of students' strengths and weaknesses and make an effort to find out the reading levels of their students. They also feel a greater responsibility to their content area.

All of the participants do make accomodations for disabled readers and utilize supplemental aids. Fifty percent believe these students may have difficulty with their content area materials. Fifty percent expressed a willingness to serve on a reading curriculum improvement committee, twenty-five percent were undecided, and twenty-five percent were not interested.

Notetaking skills are taught by all of the instructors and seventy-five percent also teach outlining techniques. Purposes for reading and follow-up activities are also set up by all the participants. Seventy-five percent emphasize pronunciation and vocabulary development.

MATHEMATICS DEPARTMENT

Three out of nine teachers completed the survey in the Math department. Of these, two had taken at least one college reading course but no one had been involved in an inservice program. All three were willing to attend a reading workshop during school time and felt the need to participate in one. Sixty-seven percent expressed an

interest in taking a reading methods course in college.

The majority of teachers felt a greater responsibility to their content area, yet one hundred percent felt that reading can be incorporated into the content areas and the teachers are responsible for doing this. Sixty-seven percent of the participants had no knowledge of their students' strengths and weaknesses and all revealed that they did not make an effort to find out the students' reading levels.

A significant number of these instructors make accomodations and use supplemental aids with slower students. As a result, only thirty-three percent feel these students would have difficulty with their assignments. All of the respondents are aware of their verbal and nonverbal communication of attitudes. Only thirty-three percent were willing to participate on a reading curriculum improvement committee.

One hundred percent of the respondents set a purpose for reading and provide follow-up activities. This percentage is also true for stressing pronunciation and new vocabulary. The majority claim to cover outlining and notetaking techniques.

ART/MUSIC DEPARTMENT

In this department only one out of four teachers (25%) completed the survey. This person had no background in reading but was willing to participate in a reading workshop during school hours. A need was expressed for attending this workshop as well as seeking assistance from the Reading Specialist. The participant was undecided as to whether he would enroll in a reading course in college.

He felt an equal responsibility to his content area as well as to teaching reading. Accomodations were made for slower students, because the teacher felt they would have difficulty in the class. Still, the participant felt the Reading Specialist should work more closely with the poor readers. Overall, it was expressed by the instructor that he was familiar with the different methods of teaching reading as well as methods for working with slower students. No decision was made as to whether he would serve on a reading curriculum improvement committee.

Purposes for reading, follow-up activities, and pronunciation and vocabulary were covered by the instructor. Notetaking and outlining skills were also stressed.

SUMMARY

In summation, forty-five out of ninety secondary content area teachers voluntarily took part in this study. The purpose was to reveal if these teachers could identify the disabled reader in the classroom; to discover whether these teachers have the skills that would enable them to help these students achieve to their highest potential; to discover if these content area teachers have approached specialists, available to them for assistance; and to ascertain if content area teachers would be interested in learning about materials and methods they can use to teach reading skills at all levels as they apply to their content area.

The data gathered from those teachers responding to the survey,

(See Figure 3) revealed that a little over one-half of the participants had acquired some background in teaching reading, either through a college course or an inservice workshop. Still the overall group responded favorably to at least attending an inservice workshop given by a Reading Specialist or outside consultant, during school hours. One hundred percent felt it was necessary to work with the assistance of the Reading Specialist.

Nearly all the respondents believed that the teaching of reading and study skills could, and should, be incorporated in the content area classrooms. A significant number were able to identify students with reading problems, yet less than one-half of these educators have approached the Reading Specialists about these students.

Generally, certain reading skills were taught and utilized by a fair amount of the teachers. The skills usually covered were teaching vocabulary and pronunciation, giving a purpose for reading, and providing follow-up activities to insure understanding.

Few of the participants attempted to find out the different reading levels of the students within the classroom and few were able to assign appropriate reading materials to meet the individual needs. Those who were making accomodations for the poor readers seem to simply be making the assignments shorter or grading them on a different scale, as opposed to individualizing. Notetaking and outlining skills were a sample of those skills rarely practiced in teaching.

CHAPTER V

SUMMARY AND CONCLUSIONS

INTRODUCTION

Reading is an important part of a students' education. Generally, in order to survive in today's society, reading skills are essential. One of the major concerns of many students is how to do well in their content area classes. As a result, content area teachers need to recognize and know how to teach the reading and study skills that are relevant to content area subjects. In this way, these instructors can best meet the individual needs of all their students.

RESTATEMENT OF THE PROBLEM

Many disabled readers are being identified by content area teachers. They are not achieving to their highest potential due to the fact that these same teachers do not have the skills to work with them.

Approximately 240 students in the investigator's high school have been identified as disabled readers. These same students are enrolled in a variety of content area subjects. Although many of the students are receiving help in reading from specialists, there seems to be little carry-over of their acquired skills in the content area classes. As a result, they are experiencing much frustration and little success.

The hypotheses of this study were that many of the content area teachers could identify the disabled readers but did not have the skills to work with them. Therefore, these same teachers might possibly

benefit from inservice training in the area of teaching reading in the content areas and would be willing to attend the workshops if these were held during school hours.

DESCRIPTION OF PROCEDURES USED

An anonymous survey (see appendix) was distributed to the 90 members of the Mathematics, Foreign Languages, Physical Education/ Health/Driver's Education, Science, Industrial Arts/Home Economics, English/Reading, Social Studies, Special Education, Business, and Art/ Music departments in the researcher's high school. The purpose was to ascertain whether these teachers could identify the disabled readers in in their classes, the attitudes of these instructors toward disabled readers, teaching content area reading skills, and attending inservice workshops related to these areas.

The survey consisted of sixty-two questions. More than half, forty-seven out of ninety questionnaires, were returned. Participants reacted to statements 1-21 by either circling or checking off the correct answer, responding with yes/no, or with short explanations. A seven-point Likert scale was used with the remaining items (1-41). Teachers reacted by checking the appropriate response: "Strongly Agree," "Agree," "Tend to Agree," "Undecided (Neutral)," "Tend to Disagree," "Disagree," or "Strongly Disagree." When analyzed these seven categories were grouped into three new ones: "Agree," "Undecided (Neutral)," and "Disagree." Responses were compared in a general item-by-item analysis in three ways: (1) the overall responses of those

teachers who voluntarily participated in the survey were analyzed and discussed; (2) each overall department response was analyzed and and discussed; and (3) a comparison was made of responses from each of the departments.

PRINCIPLE FINDINGS AND CONCLUSIONS

In analyzing the data it was found that:

1. A little less than one-half of the 47 participants had ever been involved in an inservice workshop or college course dealing with the concept of teaching reading within their content areas.

2. All of those teachers who had been involved in an inservice workshop or college course dealing with teaching reading in the content areas found them to be helpful.

3. All of the teachers were willing to participate in an inservice workshop with the majority opting for a workshop held during school hours.

4. Most of the teachers were able to identify the disabled readers in the classroom.

5. Efforts to find out student reading levels within a given classroom were revealed to be done only sometimes.

6. Less than half of these teachers have approached the Reading Specialists in the school system about the disabled readers in their classrooms.

7. All of the respondents felt it was necessary to work with the assistance of the Reading Specialist.

8. Nearly all the instructors believed that the teaching of reading and study skills could, and should, be incorporated in the content area classrooms.

9. The largest number of participants revealed that all of their students within a given classroom used the same reading materials.

10. A significant number of the respondents did make alterations in their lessons and provide supplemental aids to accomodate the disabled reader, yet in which ways is uncertain.

11. The largest number of participants were only sometimes sure of what reading skills and methods were necessary for working with the disabled readers.

12. A good number of the respondents revealed that their students were given a purpose for reading before each exercise, follow-up activities to insure comprehension were provided, and vocabulary development and pronunciation of new terms was emphasized.

13. A small number of instructors taught notetaking and outlining techniques.

All in all, it was found that the participants were generally unsure of their roles in the teaching of reading skills. Their intensions toward working with the disabled readers seemed good, yet it is obvious that further training is necessary in order to help these these instructors learn to meet the individual needs of their students. Furthermore, there appears to be a need for a more open line of communication between the administrators, the Reading Specialists, content area teachers, the home, and students.

RECOMMENDATIONS FOR FURTHER RESEARCH

A review of the results of this study reveal that secondary content area teachers were often aware of the disabled readers in their classes. These same teachers felt they needed the assistance of the Reading Specialists in order to meet the individual needs of their students, yet only a small number have any contact with the Reading Specialist.

As a result, certain accomodations were being made for these students, yet the instructors were not secure in their knowledge of specific reading methods needed to work with these particular students

in each of the content areas. In order to become a teacher of reading, content area teachers must first become fully knowledgable about reading methods and the utilization of various types of materials in their classes. Specific skills needed for each particular content area in order to achieve success must also be understood and taught by these instructors.

Inservice workshops are one way of lessening or alleviating this problem. All of the teachers involved in this study were aware of their needs and willing to participate in this type of training.

It is up to the administrators to continue seeking information about this very real problem. Gathering information from the teachers, using questionnaires such as the one utilized in this project, can be a first step. A reading committee can accomplish this task. Mandatory inservice workshops can then be set up for furthering staff development.

Once the inservice programs are completed, the administration should be responsible for supplying the teachers with the necessary materials and assistance to make their program a success. To insure the incorporation of reading methods will service disabled readers in the content area classrooms, the administration or coordinator, so-designated, should periodically check up on the instructors through conferences and observations. Participants hould also continually be informed about new research in the field of reading. Follow-up inservice workshops can also be arranged. Utilizing video tapes is one method that can be used with the teachers as they become more advanced in their knowledge of the field.

When the disabled readers are given some of the special attention they need, success will be there too. Once they experience success, these students will be able to better deal with some of their failures. Using and teaching reading techniques in content area classrooms will not only benefit the disabled reader, but the other students as well.

It is up to the content area teacher to recognize the different ability levels of all his/her students and to try to meet these needs. Reading skills cannot be successfully taught in isolation. Instead, students need a purpose to learn and internalize these skills. This can only be done by incorporating the teaching of subject matter and reading skills.

Although more studies have recently been conducted concerning teaching reading in the content areas, there are still not enough. This is particularly true for those concerning the disabled reader and inservice workshops. It is the recommendation of the researcher that further studies be conducted with secondary content area teachers. Inservice workshops are also essential. Finally, follow-up questionnaires should be administered and periodic check-ups should be conducted in order to see if these steps prove to be successful.

SUMMARY

The researcher has found through conducting this study and reviewing related literature that secondary content area teachers recognize the need for inservice programs. They have displayed a positive attitude toward learning about specific reading methods to be

used in their particular content areas. Skills needed to work with disabled readers was also seen as a need.

As a result, it is recommended that inservice programs be conducted within this school district in order to create a learning environment that supports the concept of success and helps students learn by recognizing and teaching to their needs. On the secondary level, research has proven that in order to insure this success, reading must be taught in the content areas. Therefore, it is the teacher's responsibility to see that this is done properly. In order to do this, open lines of communication between administrators, Reading Specialists and coordinators, teachers, the home, and students must exist.

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APPENDIX A

The following cover letter and survey were distributed to the ninety staff members in the researcher's high school:

Dear Staff Members:

At the moment I am working toward the completion of my M.A. at Kean College of New Jersey. The completion of this questionnaire, on your part, will enable me to continue with my thesis. My purposes are to assess the attitudes toward, and knowledge of content area teachers on the subjects of teaching reading and recognizing the disabled reader.

This is an anonymous survey and the results will be used determine how our administration and staff can be of further help in improving the academic skills of our students.

Your cooperation in completing this questionnaire would be greatly appreciated. Please return it to me in Room 106 or in my mailbox as soon as possible.

THANK YOU SO MUCH FOR YOUR HELP,

Leslee J. Scheckman

Leslee J. Scheckman
Resource Room Teacher
C.H.S.

KINDLY ANSWER ALL QUESTIONS.

1. Male _____ Female _____

2. Age: 21-29 _____ 30-39 _____ 40-49 _____ 50 & over _____

3. Highest Degree: B.A. _____ M.A. _____ Ph.d. _____

4. Years of Teaching: _____

5. How many of these have been only at the secondary level? (Grades 9-12) _____

6. Subject (content) area taught? Circle One:

English	History	Physical Education	Foreign Languages
Industrial Arts	Home Economics	Art	Mathematics
Business	Science	Reading	Music
			Special Education

7. Grade/s taught? Circle: 9 10 11 12

8. In what area are the majority of courses you teach? Circle:

General Business College Prep.

9. Have you ever taken an undergraduate or graduate developmental reading course? _____

10. Have you ever taken an undergraduate or graduate course in methods of teaching reading? _____

11. Have you ever taken an undergraduate or graduate course in teaching reading in secondary schools (content areas)? _____

12. How many credits in reading have you completed? _____

13. Have you previously participated in a workshop in the subject of teaching reading and study skills in content areas? _____

14. Did you find that workshop/s helpful for your instruction of your particular area? _____

15. If inservice workshops were given by the reading specialist and/or outside consultants, would you attend?

_____ during school time

_____ after school - on a voluntary basis

_____ after school - for credits toward salary increase

16. Do you require reading in your courses? _____

17. Do you feel most of your students read their assignments? _____

18. Do you feel your students like to read? _____

19. Do you feel your students have any noticeable reading problems? _____

20. Do you know which students in your classes are also in the reading program? _____

21. If yes, have you consulted the reading teachers about any of these students? _____

******** THIS SURVEY IS CONTINUED ON ********
THE NEXT PAGE

Please place a check in the box that best represents your agreement with the corresponding statement. 60

	Strongly Agree	Agree	Tend to Agree	Undecided (Neutral)	Tend to Disagree	Disagree	Strongly Disagree
1. Dialect differences affect the student's reading ability.							
2. The effective content-area teacher is one who uses different approaches with different students.							
3. I make alterations in my presentations to accomodate the poorer readers in the classroom.							
4. I feel a greater responsibility to the content I teach than to any reading instruction I may be able to provide.							
5. All students should use the same textbook or learning materials for a given section of a course.							
6. Reading instruction in secondary schools would be unnecessary if elementary schools were successful in their jobs.							
7. I use supplemental instructional aids to allow for poor readers within a classroom who have difficulty using the required textbook.							
8. If all teachers were competent reading teachers, there would be no need for remedial reading programs.							
9. Beginning teachers are more competent in the teaching of reading in the content areas now than they were ten years ago.							
10. All secondary students regardless of ability, can profit from reading instruction.							

OVER →

	Strongly Agree	Agree	Tend to Agree	Undecided (Neutral)	Tend to Disagree	Disagree	Strongly Disagree
11. Before giving reading assignments to students, I establish the purpose for reading to the students.							
12. Ongoing in-service education is necessary for the success of a reading program.							
13. I teach students how to read material in my content specialty.							
14. Disabled readers will have difficulty with assignments in my class.							
15. The sole responsibility for teaching students how to study should lie with reading teachers.							
16. I make an effort to find out the reading levels of students within a given section of a course I am teaching.							
17. Content-area instructors should know and teach the special reading and study skills necessary for successful reading within their content area.							
18. I teach students how to outline their textbooks,							
19. I, before giving notes in my classes, provide information on how to take notes.							
20. An individual should not be allowed to graduate from high school unless he/she can demonstrate designated reading competencies.							
21. Reading cannot be taught effectively in a school where the program is departmentalized.							
22. Reading materials for the system should be selected by a representative committee of teachers.							

	Strongly Agree	Agree	Tend to Agree	Undecided (Neutral)	Tend to Disagree	Disagree	Strongly Disagree
23. Reading is a skill and therefore like other skills, must be practiced if profiency is to be achieved.							
24. I know individual students' reading strengths and weaknesses in my classes.							
25. I am able to recommend materials on different levels for students to read in my content area.							
26. I believe that each student can achieve some success with reading in my subject.							
27. I am aware of the verbal and non-verbal attitudes that I communicate to my students.							
28. Students will read more if they know that the content-area teacher considers reading an essential source for new knowledge and reinforcing skills in the content area.							
29. Reading should be taught as a separate subject in the curriculum.							
30. I feel I need to participate in a reading in-service program.							
31. Reading instruction can be incorporated into the teaching process of all subject-area teachers.							
32. The responsibility for helping the poor reader develop adequate reading skills lies with the reading specialist.							
33. As a content-area teacher, I need the assistance of the reading specialist in teaching reading skills.							

OVER →

	Strongly Agree	Agree	Tend to Agree	Undecided (Neutral)	Tend to Disagree	Disagree	Strongly Disagree
34. I introduce the textbook and discuss how it may be read effectively.							
35. I provide follow-up activities for each lesson to make sure students comprehend the information.							
36. Before each new lesson, I emphasize vocabulary development and pronunciation for all technical vocabulary before the students meet them in reading passages.							
37. If reading is involved, with questions following the reading, I have my students read the questions first before reading.							
38, I am familiar with different methods of teaching reading.							
39. If I were to return to college for additional graduate work, I would enroll in at least one reading methods course.							
40. I am familiar with the methods of providing skills for the disabled reader in the class.							
41. I would serve on a reading curriculum improvement committee.							

I CAN'T THANK YOU ENOUGH FOR COMPLETING
THIS SURVEY.....
I REALLY APPRECIATE YOUR HELP!